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ABSTRACT

In fall 1991, Fullerton College (California) undertook a project to promote excellence in teaching in evening classes by providing part-time and evening faculty with development activities focusing on teaching methods for adult learners. Thirteen part-time and evening faculty representing different disciplines were selected to participate. During the fall 1991 semester, the group attended workshops on adult learners, learning styles, classroom assessment techniques, and interactive teaching strategies. In the spring 1992 semester, they incorporated these new techniques into their evening classes, while attending monthly meetings to exchange ideas and share experiences. The students in their classes were surveyed at the beginning, middle, and end of the semester. Project outcomes included the following: (1) 11 of the 13 faculty participants successfully incorporated the new teaching techniques into their spring 1992 classes; (2) all faculty members felt that the monthly meetings were critical to their successfully implementing the new techniques; (3) the first student survey revealed a high level of optimism about the classes, but an unrealistic idea of the amount of outside study time required; (4) the mid-semester survey showed continuing interest in the classes, but problems with outside study time; (5) the final survey revealed high satisfaction with the classes and strongly positive responses to the teachers and the instructional methods; (6) the surveys revealed a need for faculty to teach time management skills to adult evening students; and (7) there was no significant increase in student retention. Attachments include information sheets, outlines of the four workshops, a meeting agenda, a list of activities to get adult learners involved, time management worksheets, and the three student surveys. (23 references) (JSP)

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Fullerton College
1991/92 Fund for Instructional Improvement Grant Project

Final Report

Part-time and Evening Faculty: Promoting Teaching Excellence for Adult Evening College Students

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Project Director

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EXECUTIVE SUMMARY

Adult Learners. The population of adults over age 25 attending community colleges has reached significant proportions. Nationally, about half of all community college students are age 25 and older, and the mean age of community college students is 29. Eighty percent of all community college students work, and 67 percent of community college students attend part-time. Despite high initial motivation, adults may drop out of college classes because of their multiple commitments and many time pressures. However, if adults become more involved in learning through interactive teaching methods, they may be more likely to complete their classes.

The Need for Faculty Development on Adult Learning. Although the adult student population in community colleges continues to grow, many faculty members are unaware of the characteristics and motivations of adults who return to college. Faculty who are accustomed to teaching younger students in day classes are often not familiar with effective teaching methods for adult learners. At many community colleges the majority of evening classes are taught by part-time faculty. For this reason, it is critically important for community colleges to provide part-time and evening faculty with faculty development activities which promote teaching excellence for adult learners.

Fullerton College Project on Adult Learning. The purpose of this Fund for Instructional Improvement (FII) project was to promote excellence in teaching and learning in evening classes by providing faculty development activities for Fullerton College part-time and evening faculty in teaching methods for adult learners. These highly interactive teaching methods, including Classroom Assessment Techniques, Cooperative Learning Strategies, and other participatory techniques, recognize the needs and goals of adult learners, show respect for the life experiences of adults, and encourage adults to become more involved their own learning. Through these teaching methods, adults were able to find more relevance in their learning and they became more involved in their learning than with traditional, more passive, teaching methods.

Activities of the Project on Adult Learning. At the start of the Fall 1991 semester, thirteen part-time and evening faculty representing different disciplines were selected to participate in this project. During the Fall semester, the group was trained in effective teaching methods for adult learners through four workshops on the following topics: Adult Learners, Learning Styles, Classroom Assessment Techniques, and Interactive Teaching Strategies. During the Spring 1992 semester, the group members incorporated new techniques into their evening classes in order to promote greater involvement among adult learners. Throughout the Spring semester, the group held monthly meetings to discuss their experiences in using the new techniques. Near the end of the semester, each group member facilitated a Division workshop to share effective teaching strategies for adult learners. In addition, students in the evening classes of the faculty group were surveyed at the beginning of the semester, the middle of the semester, and the end of the semester to monitor their involvement in learning, and to provide on-going feedback to the instructor.

Outcomes of this Project. Student comments in both the mid-semester survey and the end of semester survey indicated that the majority of students felt highly involved in their learning. However, there was no significant change in student retention. It is possible that student retention is affected by so many other outside variables that the influence of teaching techniques alone may not produce a clear positive student retention outcome. The highlight of the project for the faculty was the monthly group meetings. All faculty stated that they had learned a great deal about teaching adults from the interdisciplinary exchanges with the other faculty in the group.

Ordering this Report. The full report on this project is available at cost ($7 per copy) from the Fullerton College Office of Instruction, 321 E. Chapman Avenue, Fullerton, Calif. 92632-2095. This report will also be available soon on ERIC microfiche. [ERIC Clearinghouse for Community and Junior Colleges, UCLA, 8118 Math-Sciences Building, 405 Hilgard Avenue, Los Angeles, CA 90024]

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Promoting Teaching Excellence for Adult Evening College Students

A. Introduction: Purpose of this Project

The purpose of this project was to provide faculty development activities for Fullerton College part-time and evening faculty in teaching methods that are appropriate for adult learners in evening classes. These positive teaching methods recognize the needs and goals of adult learners, show respect for the life experiences of adults, and provide opportunities for adults to take more responsibility for their own learning. By experiencing Classroom Assessment Techniques and other teaching methods designed specifically for adult learners, adults in evening classes will become more involved in their own learning.

The two major goals of this project were, 1) to promote excellence in teaching and learning through faculty development in order to increase instructional effectiveness in evening classes; and 2) to increase the involvement of adult learners in their own learning. It was hoped that adult learners would increase their involvement in learning through the use of Classroom Assessment Techniques and other teaching methods which are designed to move adult learners toward self-directed learning. The goal of promoting excellence in teaching and learning in evening classes would be met by providing a select group of part-time and evening faculty with faculty development in the use of these techniques. Ultimately, it was hoped that teaching and learning would be improved by using teaching techniques which are learner-centered, and which meet the unique needs of adult learners more effectively than traditional methods of instruction.

B. Grant funding

The funds for this project came from the California Community Colleges State Fund for Instructional Improvement, commonly referred to as "FII." A total of slightly under $15,000 in grant funding was provided for the coordination of this project, all materials (including books on Classroom Assessment, and duplication of workshop materials and student surveys), and a $500 stipend per faculty member for faculty participants.

C. Specific Problems Addressed by this Project.

This project addressed two problems: 1) part-time and evening faculty who are not familiar with effective teaching methods which meet the needs of adult learners in evening classes; and 2) adult learners who are not as involved in their own learning as they might be, partly because of outside commitments, and partly because of traditional teaching methods.

1. Part-time and evening faculty: effective teaching methods for adult learners.

Across the country, the population of adults over age 25 attending community colleges has reached significant proportions. Nationally, about half of all community college students are age 25 and older, and the mean age of community college students is 29. Eighty percent of all community college students work, and 67 percent of community college students attend part-time.

At many community colleges, the majority of evening classes are taught by part-time faculty. It is likely that many adult evening students are taught exclusively by part-time faculty throughout their community college experience. For this reason, it is critically important for community colleges to provide opportunities for part-time faculty to benefit from faculty development activities which address teaching and learning issues. Through a strong commitment to the professional development of part-time faculty, colleges can ensure a consistently high quality of teaching in evening classes which serve the needs of the important adult student population.

Although the adult student population in community colleges continues to grow, many faculty members are unaware of the characteristics and motivations of adult learners who return to college. Faculty who are accustomed to teaching younger students are often not familiar with teaching methods which are particularly effective for adult learners. Moreover, faculty members who have been teaching for many years are often hesitant to incorporate new teaching methods. In order to be more effective teachers of adult learners in evening classes, faculty must be provided with the opportunity to learn about adult learners and about Classroom Assessment techniques and other teaching techniques which are effective in teaching adults.

2. Adult learners: increasing involvement in learning. Despite high initial motivation, adults are often more likely to drop out of college classes because of their multiple commitments and many time pressures. However, it is possible that the use of Classroom Assessment Techniques may provide the relevance necessary to encourage adults to complete their classes. Researchers in adult learning, including Malcolm Knowles, K. Patricia Cross, Stephen Brookfield, Alan Knox, and others, have long advocated the principle that adults should be actively involved in their own learning rather than passively receiving information. Although Classroom Assessment techniques are intended primarily to increase involvement in learning, they are also likely to result in the increased retention of adult students. Adults who are more actively engaged in their learning may also be more likely to complete a semester-length course.

D. Major Project Outcomes

Impact on Faculty Participants. In the initial evaluation plan it was stated that this project may be considered successful for the faculty participants if, a) faculty members in the project incorporate new teaching methods for adults into their classes; b) faculty members become more learner-centered in teaching adults; and c) faculty members become more creative in their teaching by trying additional new techniques from ideas generated in the group meetings. All three of these goals were met by this project: faculty did incorporate new teaching techniques in their classes, they became more learner-centered in their approach to their classes, and they tried new ideas presented in the group meetings.

Impact on Adult Learners. In the initial evaluation plan it was stated that this project may be considered successful for the adult learners in the classes of the group members if the overall survey results show an increase in their involvement in learning and if student retention increases. The survey results indicate clearly that students felt involved in their learning. In fact, student involvement in learning increased significantly from the mid-semester survey to the end of semester survey. Student comments in both the mid-semester survey and the end of semester survey show that the majority of students were well-satisfied with their experiences, and were involved in their learning. However, many students noted the time constraints for outside study time. It may be a good idea for faculty who teach evening classes to emphasize the importance of out-of-class study time, and to provide guidance in time management in order to facilitate this. In tracking student retention rates over three semesters with the same faculty teaching the same evening classes, there was no significant change in student retention, and no clear patterns to changes in student retention. Overall, student retention was slightly lower during the Fall 1991 and Spring 1992 semesters. However, student retention increased in nine classes in the Spring 1992 semester. Although these learner-centered teaching techniques appear to help adults to become more involved in their learning, it is possible that student retention is affected by so many other outside variables that the influence of teaching techniques alone may not produce a clear positive student retention outcome.

E. Major Project Activities

The following major activities were conducted to complete this project:

1. Part-time and evening faculty were selected for the project.
2. Group members participated in four Faculty Development workshops to learn effective teaching strategies for adult learners.
3. The project group members determined how to best incorporate these teaching techniques into their classes, and then used the teaching techniques during the Spring 1992 semester.
4. The project group members met monthly to discuss their experiences in using the new teaching techniques with adult learners.
5. Students were surveyed to determine their involvement in learning over the semester.
6. Each group member coordinated and facilitated a workshop on teaching adults for his or her Division.
7. Student retention data will be collected over three semesters for comparison.
8. The project will be evaluated to determine the impact of the new teaching techniques.

F. Detailed Procedures and Outcomes of the Project

1. Selection of Faculty Participants.

In Fall, 1991 thirteen part-time and evening faculty were selected to participate in this project. This group represented ten of the thirteen instructional Divisions at Fullerton College, and included full-time and part-time faculty, and faculty from vocational programs as well as academic disciplines.

It took about six weeks to select the faculty for the project group, using the following procedures:

a. On August 15, a flier about the grant project was sent out to all 700 full-time and part-time faculty at Fullerton College. The flier described the project (Attachment A), included an application form (Attachment B) and a brief summary of Classroom Research (Attachment C).

b. As the applications came in, a memo was sent to each applicant to acknowledge the receipt of the application.

c. By September 9, only eight applications had been received, and only six of the twelve Divisions were represented. So a memo was sent to the Division Deans of each of the Divisions that were not yet represented, so that the Deans might encourage their evening faculty to apply to be a part of this project. A full application packet was also enclosed.

d. By September 16, no more applications had been received, so a memo was sent to each faculty member in the six divisions which were not yet represented. A full application packet was also enclosed. All 269 memos was addressed to each faculty member by name to ensure that faculty received their memos. In the week following the last mailing, two more applications were received, and several additional faculty expressed interest in applying for the project.

e. The deadline for application for this project was September 30. On October 1, all remaining applications were collected from the campus mail, and the process of determining the participants began. Applications were received from faculty representing nine different divisions.

f. Faculty applications were reviewed by the Project Director. A serious attempt was made to include faculty from all campus divisions, however faculty from three areas (Physical Education, Counseling, and Library) did not apply. Applications which were received early were given higher priority. In addition, all applications were reviewed to determine if the applicants were interested in learning new teaching techniques for adult learners, and if they were willing to incorporate new techniques during the Spring 1992 semester. Although the funding from this grant provided a stipend for 12 participants, an additional

faculty member volunteered to be a part of the group to work toward a Step 22 promotion (rather than receive a stipend). As a result, the group consisted of thirteen faculty from nine campus divisions. The project director represents the tenth division.

g. On October 3, letters of congratulations were sent to the thirteen faculty selected for the project (Attachment D). Those who were not selected to participate in this project also received letters to thank them for their interest in the project and to assign them as "alternates," so that if for any reason the faculty member from their Division could not continue in the project, they may be prepared to step in.

Summary of Outcomes. This activity required a great deal of effort and follow-up. Although the faculty selection process was very effective, it would have been even better if there were also faculty representing Counseling, Physical Education, and the Library. Given more time, it might have been possible to recruit faculty by approaching them individually rather than sending out fliers to the entire faculty in these areas. Part-time faculty are very difficult to reach because they are generally on campus only for their class, which is usually once per week. In addition, most part-time faculty who teach in the evening either work full-time at another job, or they teach part-time at several colleges. For this reason, only the most motivated part-time faculty applied to be a part of this project. As a result, the group was very highly motivated, and possibly more interested trying new teaching strategies than other faculty.

2. Workshops for the project group.

A series of four workshops was held for the project group during the Fall semester on the following topics: Adult Learning, Learning Styles, Classroom Assessment Techniques, and Interactive Teaching Techniques. The purpose of these workshops was to present a variety of teaching techniques which may be new to some group members, and to facilitate a good exchange of teaching ideas relevant to each workshop topic.

It took about a month to prepare for each workshop. This included time to plan the objectives and agenda for the workshop, find materials and articles about the topic of the workshop, develop new materials, duplicate materials and organize them into packets for each workshop, purchase notebooks and dividers for faculty to use in keeping their workshop materials together, order books on Classroom Assessment Techniques, and purchase supplies (index cards, transparencies, transparency markers) for the members of the group to use in their classes.

On October 16, 1991 the first workshop was held. The workshop was three hours in length, and was titled "How to Teach Adult Learners." The project director coordinated and facilitated this workshop. [See Attachment E for Workshop Agenda.] This workshop focused on the characteristics and needs of adult learners in community college classes, and outlined some theories of adult learning. Group members were provided with materials on adult learning and with a notebook in which to keep all project materials. The participants were also given more detailed information about the purpose of this grant project, and the schedule of activities for the Fall semester.

On November 6, 1991 the second workshop was held. At the beginning of the workshop, faculty were asked to recall and write down the most important things they had learned at the first workshop, and any topics that were unclear from the first workshop. These were collected by the project director, and reviewed with the group before beginning with the next workshop topic. This three hour workshop, titled "Incorporating New Teaching Methods for Different Learning Styles," was coordinated and facilitated by the project director. [See Attachment F for Workshop Agenda.] Group members took a Learning Styles Inventory and a Personality Type test in order to learn more about themselves as adult learners so that they might better understand their adult students. Information on teaching and learning styles was also provided. As a part of this workshop, participants were asked to state what they would like to know about learning styles, and how learning styles information might be used in teaching.

On November 16, 1991 the third workshop was held. This was a six-hour Saturday workshop on Classroom Research, titled "Increasing Student Involvement and Learning with Classroom Assessment Techniques." This workshop was coordinated and facilitated by the project director. [See Attachment G for Workshop Agenda.] Workshop participants received books on Classroom Assessment Techniques that they could use for reference throughout the project. During the workshop, participants experienced several Classroom Assessment techniques, viewed a videotape on Classroom Assessment, and were asked to define Classroom Research, and to state any areas that were unclear so that they might be addressed by the project director.

On December 4, 1991 the fourth and final workshop was held. This three- hour workshop was titled "Incorporating Interactive Teaching Methods to Involve Adult Learners." The workshop was coordinated and facilitated by the project director. [See Attachment H for Workshop Agenda.] Participants received materials about Cooperative Learning and other interactive methods for teaching adults. There was a good exchange of teaching ideas that had already been successfully used by members of the group.

Summary of Outcomes. The four workshops during the Fall semester prepared the group well to begin to try out some new techniques with their evening students. They had gained a better understanding of the characteristics and needs of adult learners, and had learned a variety of new teaching techniques to use in their classes.

3. Incorporating new techniques.

At the last workshop in December, faculty group members were encouraged to begin thinking about how they might incorporate into their Spring evening classes what they had learned in the four workshops on adult learning. At the December 4 workshop, the participants decided to set a meeting date of Thursday, January 23 from 3-6 p.m. The purpose of this meeting was to provide the group members with an opportunity to discuss what they plan to do at the beginning of the semester, and how they plan to incorporate Classroom Assessment Techniques and other teaching techniques for adult learners into their classes.

Although some faculty started to use some of the techniques in their Fall semester classes, other techniques required some advance planning and, in some cases, rethinking the way the class was to be taught. A meeting was held before the start of the Spring 1992 semester to discuss the techniques that would be used at the beginning of the semester, and to give group members a chance try out the techniques with the rest of the group.

This January 23 meeting was successful in stimulating faculty to plan ways to use new teaching methods. [See Attachment I, Meeting Agenda]. At this January meeting, faculty developed a list of ways in which new teaching techniques might be incorporated: "Activities to Get Adult Learners Excited about the Subject Matter of the Class at the First Class Meeting" [Attachment J]. Most faculty in the group decided that because of the time constraints for adult learners, it would also be useful to provide their students with a Time Management Worksheet that was developed by the project director [Attachment K]. The members of the group then used the techniques in their evening classes throughout the Spring 1992 semester.

Summary of Outcomes. Faculty used a wide variety of new teaching techniques for adult learners in their classes throughout the Spring semester. Some used regular Classroom Assessments, others relied more on small group interactive classroom activities. All of the classroom activities were designed to promote active learner involvement. In addition, the feedback from the students indicated that they appreciated the more interactive techniques that were being used in their classes. They felt that the teacher "really cared" whether or not they were learning.

However, two of the more experienced faculty had a difficult time in trying some new techniques in their classes. They participated actively in the project in every other way: they were actively involved in the group meetings and they administered the

three student surveys to their classes. Although they were very interested in the techniques that had been used by the others in the group, and were very receptive to new ideas, they were reluctant to try new things in their own classes. In individual conversations with these two group members at the end of the semester, both said that they should have tried something new this semester, but they needed more time to think about how to actually implement these techniques in their classes. They both had plans to begin to use some of these techniques in their Fall semester classes. Despite their difficulty in actually using some new techniques, it was clear that both had benefited tremendously from being a part of the project, because they were starting to rethink the way they taught their classes.

4. Monthly Group Meetings.

Four meetings were held during the Spring 1992 semester. These meetings were held monthly late in the afternoon, at a time convenient to the members of the group. The purpose of these meetings was to share teaching experiences with others in the group. Through a regular exchange of teaching experiences, it was hoped that faculty members would gain new ideas from the other group members which might be incorporated into other classes. It was also hoped that the discussions of faculty from different disciplines would result in a transfer of good teaching ideas from one discipline to another.

The first faculty group meeting after the start of the semester took place on February 26. At this meeting faculty group members were generally pleased with the results of the new techniques in their evening classes. Several reported that their adult students were becoming more involved in the class as a result of these techniques.

The second faculty group meeting of the Spring semester took place on March 18. At this meeting the focus of discussion was the advantages and disadvantages of using Classroom Assessment Techniques in the classes. In addition, faculty group members shared the results of using these techniques in their classes. Although time constraints were mentioned as a concern, in general the faculty are happy with the results of using these techniques in their classes.

The April 1 meeting of the faculty group was the third monthly meeting. At this meeting, group members discussed what they had learned so far in using these new teaching techniques, and assessed how they were doing in meeting the goals they had initially stated when applying to participate in this project.

On May 13, the fourth monthly group meeting was held. Faculty discussed their individual division meetings, and their experiences in using new teaching techniques, as well as issues of importance to group members regarding teaching and learning for adult learners.

The project director decided to hold individual meetings at the end of the semester rather than one last group meeting. This made it possible to facilitate a more personal discussion of what was learned by each individual faculty member by participating in this project. These individual meetings were held from May 26 through June 5.

Summary of Outcomes. There is no question that the highlight of the project for the faculty was the monthly group meetings. Without exception, all faculty at the end of the Spring semester stated that they had learned so much from the exchanges with the other faculty in the group. Some mentioned that it was important to cross disciplinary lines to learn more about good teaching practices. Part-time faculty noted that it was so nice to have a chance to get to know other faculty, because they usually just come in and teach their classes without seeing other faculty. Several of the faculty mentioned that they would like to have a means to keep the meetings going during the next academic year because it would be a shame to let this good exchange of ideas end.

5. Surveys of Adult Learners.

Adult students in the evening classes of project group members were surveyed three times during the semester to determine their learning progress and their involvement

in learning. Survey questions were devised by the project director, with input from the members of the project group. The first survey was administered at the beginning of the semester to determine student goals and interests in the class. The second survey was administered in the middle of the semester to assess students' involvement in learning and their progress in the class. The final survey was administered at the end of the semester to assess the students' involvement in the class, and their reactions to the teaching methods used in the class. Students responded anonymously to the student surveys in order to obtain more candid responses. All survey data was completely confidential, and was reported only in aggregate form, with no names or disciplines.

At the December 4 meeting, the Project Director worked with the group to formulate questions for the first student survey [Attachment L]. This first student was administered in the evening classes of the faculty group members at the first class meeting of the Spring 1992 semester. Faculty tallied their own surveys so that they might report the results of their surveys back to their students at the next class meeting. In particular, several faculty were concerned that many of their students did not plan to spend much time studying outside of class, yet they said they were "working toward an 'A' grade in the class." This provided faculty with a good opportunity to emphasize to adult learners the importance of planning to spend sufficient time studying outside of class in order to be successful in the class. After they had tallied their own surveys, faculty gave the survey results to the project director who did a master tally of the survey results.

At the February 26 faculty group meeting, the mid-semester survey was developed by the project director and group members [Attachment M]. Several of the questions from the first survey were repeated to monitor differences in student involvement and interest since the beginning of the semester, and upon recommendation of the group members, several new questions were added. The mid-semester survey was administered in evening classes during the week of March 16, because this week was the middle of the semester. Faculty tallied their own mid-semester surveys so that they might report the results of their surveys back to their students at the next class meeting. After they had tallied their own surveys, faculty gave the survey results to the project director who did a master tally of the survey results. Results indicated that students generally felt involved in their classes, although the pressure of the middle of the semester was also evident in their responses.

At the May 13 faculty group meeting, the end of semester survey was developed by the project director and group members. Several of the questions from the second survey were repeated to monitor differences in student involvement and interest since the beginning and middle of the semester, and several new questions were added upon recommendation of the group members. [See Attachment N.] The third student survey was administered in the evening classes of the faculty group members during the weeks of May 18 and May 25: the last two weeks of classes of the Spring 1992 semester. Faculty reviewed their student survey results before giving the surveys to the project director for a master tally of the survey results. Although most students felt involved in their classes, many mentioned their own severe time constraints in studying outside of class.

Summary of Outcomes. The three surveys were instrumental in monitoring the involvement of the students in the classes. In addition, faculty learned more about their students through the semester than they would have otherwise known. For instance, the survey on the first day of class indicated an unbelievably high level of optimism about the class. This showed the faculty that it is very important to take advantage of the optimism and high level of interest that exists among students on the first day of class. But it also revealed an unrealistic attitude about the amount of outside study time that would be required of the students. This provided faculty with a good opportunity to reiterate at the next class meeting the importance of scheduling outside study time to be successful in the class. The mid-semester survey results indicated that while the level of interest had not dropped off, some students were not satisfied with their own progress in

the class. Overall, students were actually spending fewer hours studying than they had planned at the beginning of the semester. Faculty were provided with an opportunity to reassure the students about their learning progress, and to remind them of the importance of study time outside of class. The final survey at the end of the semester indicated that students were generally very satisfied with the class, and many had exceptionally positive comments about the teacher and the instructional methods. They felt involved in the class, and felt that their needs were addressed by the teacher. However, many stated that they could have done better if they had had more time for studying outside of class. These comments throughout the semester about the lack of outside study time seem to indicate that there is a great need for faculty teaching adults in evening classes to help students to develop time management skills.

6. Division/Department Workshops.

With the assistance of the project director, each group member coordinated and facilitated a workshop for the members of his or her campus Division (or department) about effective teaching techniques for adult learners. The structure and materials for each workshop were planned by the faculty member from the division. This provided faculty in the project group with an opportunity to share with others in their own discipline some of the experiences they have gained as a result of using new teaching techniques with adult learners. It was hoped that by providing opportunities for teachers to talk to other teachers about teaching, these new techniques would spread to other classrooms in the discipline. Often faculty who are reluctant to use new teaching techniques may be more willing to try the techniques after they have heard of the successes in a colleague's class.

Individual meetings with each member of the project group were held during the month of April to plan the Division workshops. Following the meetings, a memo was sent to the Division Deans to explain purpose of the Division workshops and to begin scheduling the workshops [See Attachment O].

Division workshops were promoted to part-time and full-time faculty in each division through fliers [see Attachment P]. Division workshops were held at times convenient to faculty who teach evening classes. The first Division workshop was held on Tuesday, May 5 in the Math Division. A total of eleven different workshops were held in ten different divisions. The last Division workshop was completed on Wednesday, May 20.

Summary of Outcomes. Although some of the faculty were very reluctant to present what they had learned to others in their division, all of the workshops were held, and each member of the group was instrumental in planning and facilitating the workshops for their own instructional area. However, this would not have happened without the contract that was signed at the beginning of the project, the stipend for the faculty, and the on-going encouragement and assistance provided by the project director. It is very intimidating for faculty to make a presentation to their colleagues, and even more intimidating for a part-time faculty member to make a presentation to a group which includes full-time faculty. However, it was decided early on that these faculty workshops should model good principles of adult learning: they must be interactive and encourage the contributions of the participants. The interactive nature of these workshops made it more comfortable for the faculty in the group to facilitate these workshops, and helped the faculty participants from the division to become more involved in the process.

Informal feedback from the Division Deans and faculty indicated that the workshops were very meaningful and relevant. In several divisions, faculty have expressed a desire to hold meetings in the future to talk about teaching within the division. Many mentioned what a pleasure it was to get together with other teachers to talk about teaching. This conversation should be a regular on-going part of a division's activities, because faculty welcome the opportunity to talk with other faculty about teaching.

Although the workshops were a great success for those who participated, a few of the workshops had very disappointing attendance. It is possible that the promotional efforts in these divisions should have been more carefully planned, and that the timing of these workshops should have been examined more closely for the convenience of the faculty. In planning the workshops, it became clear that the "culture" of each instructional division is very different and must be approached differently. Marketing such faculty development activities must be carefully considered for maximum participation and buy-in from both the Division Dean and the full-time and part-time faculty.

7. Student Retention data.

At the beginning of the project, faculty were asked to provide student retention data for their Spring 1991 semester evening class. At the end of the Fall 1991 semester, student retention records were collected for one evening class. Finally, at the end of the Spring semester, faculty were asked to provide student retention data for the Spring 1992 evening class. All of this data was compiled and analyzed by the Project Director to assess the impact of a change in teaching techniques on the retention of adults in evening classes. All data was completely confidential, and has been reported only in aggregate form, with no names or class subjects attached.

Summary of Outcomes. In tracking student retention rates over three semesters with the same faculty teaching the same evening classes, there was no significant change in student retention, and no clear patterns to changes in student retention. Overall, student retention was slightly lower during the Fall 1991 and Spring 1992 semesters. However, student retention increased in nine classes in the Spring 1992 semester. Although these learner-centered teaching techniques appear to help adults to become more involved in their learning, it is possible that student retention is affected by so many other outside variables that the influence of teaching techniques alone may not produce a clear positive student retention outcome.

8. Project Evaluation.

The effectiveness of this project was evaluated in two parts: evaluation of the impact on the faculty participants, and evaluation of the impact on the students in the classes of the faculty participants.

a. Evaluation of Impact on Faculty Participants. The notes from the group meetings, the faculty reports, and the individual faculty meetings charted the progress of the group of part-time and evening faculty as they use the new teaching techniques in their classes. All of this information was self-reported qualitative data which is provided by the faculty members in the project.

b. Evaluation of Impact on Students. At the end of the project, the project director used the data from the student surveys and the student retention data to evaluate the impact of this project on the adult learners in evening classes. The three student surveys, one at the beginning of the semester, one at the mid-point in the semester, and one at the end of the semester provided information about the extent of the involvement of the adult evening students in their own learning through the semester. Survey questions generated by the Project Director and the group members were designed to reveal the self-reported progress of the adult students in their learning involvement through the semester. The surveys were administered anonymously in order to encourage more candid replies from the students. In were compared with the retention rates of previous semesters. Although many circumstances unrelated to involvement in learning can cause adult students to drop out of a class before the end of the semester, it is possible that some students were retained as a result of becoming more involved in their own learning.

Summary of Outcomes. The results of the evaluation of the impact on faculty showed clearly that this project was successful in the following ways: faculty did incorporate

new teaching techniques in their classes, they became more learner-centered in their approach to their classes, and they tried new ideas presented in the group meetings.

The student survey results indicated clearly that students felt involved in their learning. In fact, student involvement in learning increased significantly from the mid-semester survey to the end of semester survey. Student comments in both the mid-semester survey and the end of semester survey show that the majority of students were well-satisfied with their experiences, and were involved in their learning. However, many students noted the time constraints for outside study time.

G. Recommendations for Implementation of this Project at Other Colleges

1. Part-time faculty involvement. To serve the needs of adult learners in evening classes, it is crucial to involve part-time faculty. However, it is very difficult to reach part-time faculty to let them know about such opportunities for involvement. In my experience I have found that part-time faculty are very interested in faculty development opportunities, but they have very limited time, and often do not receive their mail in a timely manner. To gain the involvement of part-time faculty it is important to send promotional fliers or memos directly to their homes, and to be prepared to send out several reminders about deadlines. In addition, it is important to consider the schedules of part-time faculty when scheduling any meetings. Many part-time faculty work full-time until 5:00 or 6:00 p.m. and cannot attend meetings unless they are held in the evening or late afternoon.

2. Budget. To gather a group of faculty for an on-going series of meetings about good teaching takes a small budget for duplication of fliers, mailing costs (if fliers are mailed to the homes of part-time faculty), duplication of any handouts for the meetings, and incidental refreshments. To provide a series of workshops for faculty in order to give a specific group of faculty intensive training in specific teaching techniques, such as Classroom Research or Cooperative Learning and Adult Learning takes a somewhat larger budget for workshop coordination and facilitation and materials.

3. Planning. If another college wishes to replicate an on-going group project, it will require the same type of very good detailed planning that was required by this FII grant proposal process. It is essential to have a clear idea of the purpose of the group and the methods by which that purpose is to be met. Lead time in getting the project going is also crucial to the success of the project. The planning process may take about two months, and then it is likely to take at least two more months to recruit and assemble the faculty group. However, it is possible to provide a forum for an on-going exchange of teaching ideas without this elaborate planning process. Divisions or departments can simply call a meeting of faculty with the agenda set in advance to talk about a specific teaching issue or problem. For Division meetings, it is very important to have the full support and active involvement of the Division Dean or Department Chair, or faculty may not be interested in getting involved. Campus-wide conversations about teaching may also be held with relatively minimal planning beyond setting an agenda, reserving a room, sending out fliers, and arranging for refreshments (or "brown bag").

4. Promotion. Fliers or memos to faculty must be sent out at least three weeks in advance of any workshop or meeting. It is best to have a registration process for workshops, and to send confirmation notes to those who have registered. This provides a good reminder, and a good commitment on the part of the participant. Fliers or memos must indicate clear benefits to the faculty, or they will not come. Most faculty are interested in learning new things, but they are simply too busy to come to a meeting unless they see a clear benefit: something they can use in their classes next week. A good phrase to use

is, "At this meeting you will learn how to . . ." . Even a relatively informal meeting to talk about teaching should have a clear agenda and a clear focus in order to attract maximum interest and participation. It is also a good idea to ask participants to bring something to share with others, in the tradition of the "Great Teachers" meeting format.

5. Facilities. It is important to hold any meetings or workshops in a room which can be arranged so that all participants can see each other. A conference room, or a room in which tables can be moved to form a "U" shape is ideal. Rooms arranged with rows of chairs or lecture halls are deadly for good participatory discussions.

6. Personnel. To replicate this project exactly would take a large time commitment on the part of at least one individual. Two classes of reassigned time is the minimal time commitment for a person to coordinate a project of this magnitude. However, to coordinate a series of faculty meetings to talk about teaching would require a minimal personnel commitment. The Staff Development Coordinator or a committee of the Faculty Senate could easily call a meeting of interested faculty to talk about teaching, using the above recommendations.

7. Faculty Development through Reflective Practice. Several faculty in the group were quite diligent about submitting written reports about their classroom experiences to the Project Director on a regular basis, but despite encouragement from the project director, most were not. They were simply too busy to take the time to write down what had happened in their classes. It would be beneficial to the teachers in a project like this one, or on a regular basis without a project like this one, to encourage more reflection in teaching. Through this reflection and regular writing about what had just happened in class, faculty could find ways to continue to learn more about teaching and may become more effective as teachers. Unfortunately, most are too busy to take the time to actively reflect on their teaching through an on-going teaching journal. Reflection about teaching is generally not encouraged among college faculty, but it should be.

H. Conclusion

This project has been a very rewarding experience for the adult learners and the faculty in the project group. The faculty enjoyed the opportunity to learn new learner-centered teaching techniques for adult learners, and they enjoyed sharing their teaching experiences as they used these techniques. As a result of using active learning and learner-centered teaching techniques, the adult learners felt that the teacher "really cared" about whether or not they were learning. The key element in this process is to provide good opportunities for faculty to continue their own learning about teaching through an on-going series of campus-wide meetings and workshops and division-based meetings to talk about teaching. Through the support and encouragement of other teachers, faculty will continue to develop their teaching skills, and students will ultimately benefit.

Resources on Adult Learners and Classroom Research

Books on Adult Learners

Bowsher, Jack E. (1989). Educating America: Lessons Learned in the Nation's Corporations. New York: John Wiley & Sons, Inc.

Brookfield, Stephen D. (1987). Understanding and Facilitating Adult Learning. San Francisco: Jossey-Bass Publishers.

Claxton, Charles S. and Murrell, Patricia H. (1987). Learning Styles: Implications for Improving Educational Practices. ASHE-ERIC Higher Education Report Number 4. College Station, Texas: ASHE.

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Daloz, Laurent A. (1987). Effective Teaching and Mentoring. San Francisco: Jossey-Bass Publishers.

Draves, William A.(1984). How to Teach Adults. Manhattan, Kansas: The Learning Resources Network.

Hudson, Frederic M. (1991). The Adult Years: Mastering the Art of Self- Renewal. San Francisco: Jossey-Bass Publishers, Inc.

Knowles, Malcolm S. (1985). Andragogy in Action. San Francisco: Jossey-Bass Publishers.

Knowles, Malcolm S. (1984). The Adult Learner, A Neglected Species, Third Edition. Houston, Texas: Gulf Publishing Company.

Knox, Alan B. (1986). Helping Adults Learn. San Francisco, Jossey-Bass Publishers.

Merriam, Sharan B., and Caffarella, Rosemary S. (1991). Learning in Adulthood. San Francisco: Jossey-Bass Publishers.

Merriam, Sharan B., and Clark, M. Carolyn. (1991). Lifelines: Patterns of Work, Love, and Learning in Adulthood. San Francisco: Jossey-Bass Publishers, Inc.

Schlossberg, Nancy K., Lynch, Ann Q., and Chickering, Arthur W. (1989). Improving Higher Education Environments for Adults. San Francisco: Jossey-Bass Publishers.

Schon, Donald (1988). Educating the Reflective Practitioner. San Francisco: Jossey-Bass Publishers, Inc.

Wlodkowski, Raymond J. (1988). Enhancing Adult Motivation to Learn. San Francisco: Jossey-Bass Publishers.

References on Classroom Research

Angelo, Thomas A. (editor) (1991). Classroom Research: Early Lessons from Success. New Directions for Teaching and Learning, Number 46, Summer 1991. San Francisco: Jossey-Bass Publishers.

Angelo, Thomas A. (1989). Faculty Development For Learning: The Promise of Classroom Research. To Improve the Academy, publication of the Professional and Organizational Development Network in Higher Education. Stillwater, Oklahoma: New Forums Press.

Cross, K. Patricia. (1990). Teaching to Improve Learning. Journal on Excellence in College Teaching, Vol. 1, pp. 9-22.

Cross, K. Patricia. (1987). The Need for Classroom Research. To Improve the Academy, publication of the Professional and Organizational Development Network in Higher Education. Stillwater, Oklahoma: New Forums Press

Cross, K. Patricia, and Angelo, Thomas A. (1989, April/May). Faculty Members as Classroom Researchers. AACIC Journal, pp. 23-25.

Cross, K. Patricia, and Angelo, Thomas A. (1988). Classroom Assessment Techniques: A Handbook for Faculty. Ann Arbor, Michigan: University of Michigan, National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL).

Kelly, Diana K. (1991). The Effects of Classroom Research by Part-time Faculty upon the Retention of Adult Learners. Final report of the National Center on Adult Learning 1990/91 grant project on Classroom Research. [ERIC #ED 316 279]

Kelly, Diana K., Miller, Michele, and Wilder, Michelle. (1991). Increasing Involvement in Learning with Classroom Assessment. In Knowing: The Power of Stories. Claremont Reading Conference 55th Yearbook. Claremont, California: The Claremont Graduate School.

Attachment A

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
1000 N. Lemon Street, Fullerton, California 92634 - (714) 871-4030
INTRADISTRICT CORRESPONDENCE

To: All Part-Time and Full-Time Faculty who teach Evening Classes

From: Diana Kelly, Staff Development Coordinator [992-7278 for more information]

Date: August 15, 1991

Subject: Grant Project: "Promoting Teaching Excellence for Evening Adult College Students"

Here is an exciting faculty development opportunity for those who teach in the evening!

- Would you like to be more effective with adult learners?
- Would you like to increase the amount of learning that takes place in your evening classes?
- Would you like to increase involvement and participation in your evening classes?
- Would you like to retain more students to the end of the semester in your evening classes?

Fullerton College has recently received a grant to train a select group of evening faculty in a teaching techniques which are particularly effective for Adult Learners. Faculty who are selected to participate in this project will learn about the characteristics and needs of adult learners and the learning styles of adults, as well as effective teaching methods for adult learners, including interactive techniques and Classroom Assessment techniques. The use of these techniques has resulted in increased learning, increased involvement in learning, and increased student retention.

Only twelve evening faculty will be selected to participate in this project, one faculty member from each Division. The following criteria will be used to select participants:

- Must be a part-time or full-time faculty member teaching an evening class of primarily adults (age 25 and older) at Fullerton College in Fall 1991 and Spring 1992.
- Must have a desire to learn new teaching techniques, and to make minor adjustments to one evening course in order to use these new techniques during the Spring 1992 semester.
- Should be available for the following workshops during the Fall 1991 semester:
  - Wednesday, October 16, 3-6 p.m.: workshop on Adult Learners.
  - Wednesday, November 6, 3-6 p.m.: workshop on Learning Styles.
  - Saturday, November 16, 9 a.m.-3 p.m.: workshop on Classroom Assessment Techniques.
  - Wednesday, December 4, 3-6 p.m.: workshop on Interactive Teaching Techniques.
- Should be willing to participate in monthly group meetings during the Spring 1992 semester (a total of four meetings at times to be determined by the group).
- Must be willing to administer and tabulate a brief survey to students in one evening class at the beginning and mid-point of the Spring 1992 semester.
- Must be willing to share "what worked with adult learners" with other evening faculty in your Division through a workshop presentation (with the assistance of the Project Director).

Participants will receive teaching materials and a complimentary copy of the landmark book about Classroom Assessment Techniques by K. Patricia Cross and Thomas A. Angelo, entitled "Classroom Assessment Techniques, A Handbook for Faculty." This book provides very practical methods for incorporating new teaching methods which will increase student learning into classes in any subject area. Colored index cards, transparencies and transparency pens will also be provided.

If you would like to participate in this grant project, please complete the attached form and return through the campus mail to Diana Kelly, Project Director. [Questions? Call 992-7278.]

Fullerton College Evening Faculty
Application to Participate in Grant Project
"Promoting Teaching Excellence for Adult Evening College Students"

[Please type on this form or use a wordprocessor on separate paper.]

1. Name_____.
2. Home address (street)_____.
   (city, zip code)_____.
3. Home Telephone:_____.
4. Other phone where you may be reached (office extension/work phone) _____.
5. Division/department at Fullerton College _____.
6. Subject you teach in the evening _____.
7. Do you teach Full-time or Part-time at Fullerton College? (circle one) **Full-time** **Part-time**
8. Will you be teaching an evening class at Fullerton College in the Fall 1991 semester? **YES** **NO**
9. Will you be teaching an evening class at Fullerton College in the Spring 1992 semester? **YES** **NO**
10. Are the students in your evening class usually adults age 25 and older? (circle one) **YES** **NO**
11. Why would you like to participate in this Grant Project on Adult Learning? [feel free to use extra paper]

_____.
_____.
_____.

IMPORTANT NOTE: All participants who are selected for this Grant Project must participate in four workshops during the Fall 1991 semester, tentatively scheduled on the following dates:

- Wednesday, Oct. 16, 3-6 p.m.
- Wednesday, November 6, 3-6 p.m.
- Saturday, November 16, 9 a.m.-3 p.m.
- Wednesday, December 4, 3-6 p.m.

12. Are you available to attend all of the above workshops? (circle one) **YES** **NO**

12a. If you answered "NO" to #12, which one(s) are you unavailable to attend?

_____.

12b. If you answered "NO" to #12, what days/times would you be available to attend workshops?

_____.

Participant agreement: I will plan to participate in the four workshops of the Grant Project during the Fall 1991 semester and incorporate techniques from the workshops (appropriate to my classes) into one Spring 1992 evening class. During the Spring 1992 semester, I will plan to participate in four monthly meetings of the Project Group. With the assistance of the Project Director, I am willing to share effective adult learning techniques with colleagues in my Division in a workshop which I will present during the Spring 1992 semester. I am willing to administer a brief survey to my Spring 1992 evening class at the beginning and mid-point of the semester, and tabulate the results. I understand that for the additional work involved in modifying one Spring 1992 evening class, presenting a workshop to faculty in my division, and tabulating the student surveys, I will receive an honorarium of $500.00 at the end of the Spring 1992 semester.

_____.
Signature of applicant

Please return this form by Monday, September 30 through Campus Mail to Diana Kelly. Those received first will be given higher priority for selection.

Classroom Research:
A Summary of the Techniques and How to Use Them

Prepared by Diana K. Kelly, Fullerton College, Fullerton, California

What is "Classroom Research"?

Classroom Research is a series of teaching techniques which have been developed by K. Patricia Cross and Thomas A. Angleo of U.C. Berkeley in which instructors use simple research techniques to find out what students have been learning. These techniques are described in detail in their 1988 book, Classroom Assessment Techniques: A Handbook for Faculty, published by the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL) at the University of Michigan.

What are the benefits of using Classroom Research Techniques?

1. Benefits to Instructors:
   - Focus on Student Learning. Classroom Research causes instructors to focus on student learning rather than on their own teaching. By finding out what students have learned and what is unclear, instructors can focus the class more effectively to meet the learning needs of the students. This may entail reviewing some topics, or moving more quickly through other areas.
   - Formative Evaluation. Unlike student evaluation surveys which are typically given at the end of the semester, Classroom Research provides an on-going system of evaluation. At the end of the semester it's too late to make changes which would enhance student learning. But by using an on-going formative evaluation at the end of each class meeting, the instructor can find out what can be changed immediately to positively affect student learning.
2. Benefits to Students
   - Opportunity for feedback. Unlike examinations, which also measure student learning, Classroom Research provides a non-threatening, non-evaluative method of finding out what students have learned. Students are often hesitant to ask questions during class because they don't want to interrupt a lecture, or they may feel that they are the only one who didn't "get it." Classroom Research provides an opportunity for all students to ask questions anonymously. Students are likely to discover that others in the class also had similar questions.
   - Learning from others. Students may find out that others in the class learned some interesting things that they had not picked up from the class session. This can stimulate some students to become more involved in class meetings, and to use critical thinking skills during class.
   - Increased involvement in learning. Students are likely to become more involved in their own learning because Classroom Research requires them to think about what they've learned so far by summarizing major points covered in a particular class meeting. Through greater involvement, students are likely to become more self-directed learners, and may be less likely to drop out of the class.

How can Classroom Research Techniques be used?

1. Classroom Research techniques may be used in any type of class: traditional academic classes such as English, History, and Math; vocational "hands-on" classes such as Child Care, Broadcasting, and Technical Education; and activity classes such as Music Performance, Art, and Physical Education.
2. The book mentioned above contains detailed explanations of 30 different Classroom Research Techniques. Different techniques may be more effective for different types of classes. Some techniques are for individuals, others are for use in small groups.
3. Here is one example of a simple technique:
   Step 1: About five minutes before the end of the class meeting hand out index cards to students.
   Step 2: On one side, ask them to answer the question, "What was the most important thing you learned today?" or "List three new things you learned today," or a more specific content question.
   Step 3: On the other side, ask them to write any new questions they have as a result of the class meeting, or any questions that haven't yet been answered, or areas they didn't understand fully.
   Step 4: Collect the cards (they should be anonymous).
   Step 5: Tabulate the answers and analyze. The answers may be arranged into categories.
   Step 6: Spend five minutes at the beginning of the next class meeting briefly summarizing the results of the classroom research and address the areas which were not fully understood.

Attachment D

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
1000 N. Lemon Street, Fullerton, California 92634 - (714) 871-4030
INTRADISTRICT CORRESPONDENCE

To: [selected faculty participant]

From: Diana Kelly, Project Director

Date: October 3, 1991

Subject: Grant Project: "Promoting Teaching Excellence for Adult Learners"

Congratulations! You have been selected to participate in the Adult Learner Grant Project. This will be a very exciting and rewarding project for all participants, and I feel certain that your participation will make a valuable contribution to the success of this project.

Many applications were received from full-time and part-time faculty who teach adult learners in evening classes, and I wish that the funding were sufficient to allow more faculty to participate. For this reason, if you think that anything might get in the way of your full participation in the project over the year, please let me know now, so that I might allow another faculty member to participate in this project if you must decline. I may be reached at 992-7278 or through Fullerton College Campus Mail. [I have attached a copy of the project description and your signed application form for your reference.]

The Adult Learner Grant Project is being funded through a grant from the Fund for Instructional Improvement of the California Community Colleges. This project will receive national and statewide attention through a report on the group's experiences in using teaching methods particularly designed for adult learners. As a result, it is likely that the positive impact of this project will be felt at many other community colleges wishing to promote teaching excellence for adult learners in evening classes.

At our first workshop on Wednesday, October 16, you'll be receiving a complimentary copy of the book How to Teach Adults by William Draves, and a notebook with more materials for this grant project. A week prior to the workshop I'll send you a workshop agenda.

I am very excited about getting started with this project. I'll look forward to seeing you at the workshop on October 16 from 3:00 to 6:00 p.m. in the Fullerton College Faculty Lounge (next to the men's gym).

If you have any questions about this project, please don't hesitate to get in touch with me before the workshop on October 16 [phone 992-7278.]

Fullerton College
1991/92 Fund for Instructional Improvement Grant Project

Workshop #1: How to Teach Adult Learners

1. Welcome and Introductions
   - About the FII grant project
   - Reporting forms
   - Members of the group

2. Expectations for this workshop
   - Agenda for this workshop: What we will do, and why.
   - Why did you come, and what do you hope to learn?

3. Exercise: Think-Pair-Share
   - What do you already know about adult learners?

4. Presentation/Discussion: An Overview of Adult Learners
   - Characteristics of Adult Learners
     - Discussion question: How are adults different from younger students?
   - Motivations of Adults: Why do they take classes?
     - Discussion question: As an Adult Learner, why do you take a class?
   - Preferences of Adults in Teaching and Learning
     - Discussion question: As an Adult Learner, what kind of learning environment do you prefer?
   - Andragogy: The Theory of Teaching Adults

Materials to Assist Adult Learners [page numbers in the 1991 Fullerton College Faculty Guide]
- Student Background Survey (Appendix B, p. B-25)
- Perceptual Learning Styles Inventory (Appendix B, p. B-21)
- Time Management Worksheet (Appendix B, p. B-26)
- 30 College Study Tricks (Appendix B, p. B-11)

Reference Materials on Adult Learners: [page numbers refer to the 1991 Faculty Guide.]
- How to Teach Adults (p. 36)
- Fun Facts about Adult College Students (Appendix B, p. B-3)
- Educational Attainment of the U.S. Population (handout)
- 30 Things We Know for Sure about Adult Learning (Appendix B, p. B-1)
- Assumptions of the Pedagogical and Andragogical Models (handout)
- A Learning Contract Form (handout)
- Resources on Adult Learning (Appendix B, p. B-4)
- Teaching Adults: A Conceptual Framework for the First Meeting (handout)
- Practical Ideas for Increasing Student Retention (p. 53)

Fullerton College
1991/92 Fund for Instructional Improvement Grant Project

Workshop #2: Incorporating New Teaching Methods for Different Learning Styles

1. Expectations for this workshop
   - Agenda for this workshop: What we will do, and why.
   - What do you hope to learn about Learning Styles?

2. Learning Style Preferences
   - Individual Exercise: Learning Styles Inventory
   - Presentation: Overview of Learning Styles
   - Varying Learning Modes to Increase Student Retention
   - Discussion of Learning Styles and Teaching methods

3. Learning Styles and Personality Types
   - Individual Exercise: Keirsey Temperament Sorter
   - Small Group Exercise: Mountain Survival
   - Presentation: Overview of Personality Types
   - Discussion of Personality Types and Teaching methods

4. Developing New Teaching Methods for different Learning Styles
   - Paired focused list activity: generate a usable list of possible class activities/teaching methods for different learning styles.
   - Group discussion: what works?

5. Classroom Research
   - What was the most useful/most important thing(s) you learned today?
   - What is unclear of "fuzzy" about what was covered today?

References on Learning Styles [page numbers refer to 1991/92 Faculty Guide]
- Learning Styles Inventory [p. B-21]
- Learning Styles and Teaching Methods [p. 33]
- How to Teach Underprepared Students [p. 39, B-28]
- How to Teach Culturally Different Students [p. 42, B-15]
- How to Teach Disabled Students [p. 46, B-18]
- 40 Tips on Using Visuals in the College Classroom [p. 51]
- Practical Ideas on Increasing Student Retention [p. 53]

In Notebook
- Colleges Must Recognize Students' Cognitive Styles and Cultural Backgrounds
- Linking Learning Style Theory with Retention Research: The TRAILS Project
- Basic Definitions of Terms (Myers Briggs Personality Types)

Fullerton College
1991/92 Fund for Instructional Improvement Grant Project

Workshop #3: Increasing Student Involvement and Learning with Classroom Assessment Techniques

9:00 a.m.

1. Review of last meeting: Learning Styles [approximately 30 minutes]
   - Paired Focused List Activity: [10 minutes]
     Generate a usable list of possible class activities/teaching methods for several different learning styles. [Feel free to include activities that you already do to meet the needs of different learning styles and/or personality types.]
   - Group sharing [20 minutes]

2. Agenda for this workshop [5 minutes]
   - What we will do, and why.

3. Teaching Goals Inventory [approximately 40 minutes]
   - Individual activity: taking the Teaching Goals Inventory [15 minutes]
   - Group Discussion of results: What are your goals for the class?
   - Cognitive Outcomes and Learning Development [chart]

10:15-10:30 BREAK

4. Presentation: Classroom Assessment Basics [approximately 40 minutes]
   - Definition and Description of Classroom Assessment
   - What we learned in the last Classroom Research Project (Fall 1990)
   - Classroom Assessment #1: Define Classroom Assessment/What is unclear?

5. Classroom Assessment at the College of Marin [approximately 35 minutes]
   - Videotape [15 minutes]
   - Classroom Assessment #2: What were they trying to accomplish? [10 minutes]
   - Group Discussion of videotape [10 minutes]

6. Feedback from Assessment #1 [approximately 15 minutes]
   - Q & A and comments about Classroom Assessment

12:00-12:30 LUNCH

7. How to use the One Minute Paper [approximately 30 minutes]
   - Overview of One Minute Paper technique
   - Think of a situation in your class where you could use the technique this semester.
   - Write one question you could ask your students.
   - Think of the "ideal student response."

8. Overview of Several Simple Classroom Assessment Techniques [approximately 30 minutes]
   - Focused List
   - Background Knowledge Probe
   - Goal Ranking

1:30-1:45 BREAK

9. Selecting the Right Classroom Assessment Techniques for your class [15 minutes]
   - Angelo's Seven Axioms of Classroom Assessment
   - Five Guidelines for Successfully Using Classroom Assessment Techniques

10. Assessment #3: Planning for Classroom Assessment [20 minutes]
    Think about your evening class of adult learners, and think about the teaching goals you developed earlier in answering the next questions:
    1. What would it be helpful to know about your students at the beginning of the semester in order to improve student learning?
       - How will knowing the answer to this question improve student learning?
    2. What do you want to know from the students during the semester that will help you to improve student learning? [Is there a particularly difficult part of the semester for students?]
       - How will knowing the answer to this question improve student learning?
    3. Which of the Classroom Assessment techniques are most appropriate to answer the questions you have?

11. Group Discussion: Planning for Classroom Assessment [20 minutes]
    - What did you learn from Assessment #3?
    - Costs and Benefits of using Classroom Assessment Techniques

12. Assessment #4:
    - What is the most important thing you learned today?
    - What is still unclear/fuzzy about Classroom Assessment?

    [NOTE: Feedback will be given at the next meeting.]

3:00 p.m. WORKSHOP ENDS

Reference Materials on Classroom Assessment Techniques [in packet]

- Classroom Research: A Summary of the Techniques and How to Use Them, Diana Kelly
- Fullerton College Classroom Research Project, Fall 1990: Classroom Assessment Techniques Used by Faculty with Adult Evening Students, Diana Kelly
- Five Quick and Easy Classroom Assessment Techniques, Diana Kelly
- Sample written summaries of Classroom Assessments, Michelle Wilder
- Introduction and Overview: From Classroom Assessment to Classroom Research, Thomas A. Angelo [1991]
- Bridging the Gap Between Education Research and College Teaching, Thomas A. Angelo [1990]
- Faculty Members as Classroom Researchers, K. Patricia Cross and Thomas A. Angelo [1989]
- The Need for Classroom Research, K. Patricia Cross [1987]

Fullerton College
1991/92 Fund for Instructional Improvement Grant Project

Workshop #4: Incorporating Interactive Teaching Methods to involve Adult Learners

1. Fll Group Planning for Spring 1992
   - Setting a date/time for our January meeting before Spring semester.
   - Simple questions for student involvement survey, beginning of semester.

2. Incorporating Classroom Assessment Techniques
   - Review from last meeting: Classroom Research definitions/ what's fuzzy
   - Review of techniques:
     - One Minute Paper
     - Focused List
     - Background Probe
     - Goal Ranking
     - Others? [your suggestions]
   - Selecting assessment techniques appropriate to your class
   - Guidelines for success in using Classroom Assessment techniques

3. Techniques to Actively Involve Learners
   - What the research shows about involvement in learning.
   - Principles of Cooperative/Collaborative Learning:
     - legitimate information, specific tasks, limited time, work together.
     - Everyone knows the rules/procedures/structure of activity in advance.
   - Paired activities.
   - Small group activities.
   - Active involvement in larger classes.
   - Involvement in reading.

4. Putting it All Together: Planning for Next Semester
   Teaching Goals -- Classroom Assessment -- Active Learning -- Learning Styles

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References on Active Learning In Notebook
- Who's Doing the Work?
- It's So Technical I Have to Lecture.
- What's Your Job: To Teach or To Present?
- Helping Faculty Build Learning Communities through Cooperative Groups
- For Many Teachers, Classroom Lecture is Giving Way to Projects that Students Tackle in Small Groups.
- Fitting Cooperative Learning into Existing Teaching Styles
- Cooperative Learning and College Teaching: Tips from the Trenches
- Types of Cooperative Learning
- Sabotaging Cooperative Learning: Or, Snatching Defeat from the Jaws of Victory
- Encouraging Students to Become More Involved Readers

References on Course Planning for a Variety of Instructional Methods In Notebook
- The Four Basic Methods of Instruction
- A Course Planning Design Model
- Visioning Your Course: Questions to Ask as You Design Your Course

Attachment I

Fullerton College
1991/92 Fund for Instructional Improvement Grant Project

Meeting Agenda

Jan. 23, 1991

1. Fll Group Planning for Spring 1992
   - Setting a dates for our Spring semester meetings.
     - NOTE: If we decide to meet Wednesday afternoons 3-6, the following dates are available in the Faculty Lounge: [we'll need four monthly meetings]
       - Feb. 19 [3:30-6:30 p.m.]
       - March 4 [3-6 p.m.]
       - March 18 [3-6 p.m.]
       - April 1 [3-6 p.m.]
       - May 13 [3-6 p.m.]

2. Student Surveys
   - Distribution of surveys (let me know if you need more)
   - When to administer: ideally first class meeting before details of class have been given.
   - How to introduce the survey (and other Classroom Assessments)
     - Briefly explain
       - why you're doing the survey (to find out about students -- to help their learning -- etc.)
       - why it's anonymous (honest, candid answers)
       - how the results will be used (to have a better understanding of the students in order to help them to learn)
   - NOTE: previous student feedback indicated that students who didn't understand clearly why assessments were being done reacted negatively. However, if the assessment is explained clearly up front, and with an attitude toward helping students to learn, the student response is very positive.

3. Small Group Exercise: How do you plan to incorporate Classroom Assessment into your normal class activities this semester?
   Each group will develop a list with two columns:
   - Which assessment technique(s) are you thinking about using?
   - How do you think this will help to increase student learning in your class?

4. Brainstorming Exercise: How can you get students excited about the subject of your class at the first class meeting?
   Each group will generate a list of ideas. Some idea starters:
   - Why is this subject relevant to the lives of the students?
   - What will students be able to do by the end of the first class meeting? By the end of the semester?
   - Why are you (the instructor) excited about your subject? (What first stimulated your interest in the subject you teach?)
   - What activity could you provide so that your students can actively get involved in the subject during the first class meeting?
   - What assessment could be done to get students to think about their current view of the subject of the class?

Activities to Get Adult Learners Involved in the Subject Matter of the Class at the First Class Meeting

developed by Fullerton College FII Grant Project Group on Adult Learning
January 23, 1992

Relevance to Adult Lives

- Get students to relate the subject matter to their own lives by thinking about how they will use what they learn. This will provide self-awareness and an awareness of how the subject applies to their own life problems (eg: economic problems).
- Provide time management information: discuss in class the difficulties of finding time to study. This will make adult learners aware that they are not the only one with outside problems and limited time.
- Provide an activity that they can take home with them that day. [Eg: in a child development class, something they can use with children.]

Future Goals and Plans

- Get students to focus on their future plans and goals and relate them to the class.
- Let students know that they will be able to get good jobs with the information and skills they learn in this class.
- In writing classes, let students know that the skills they develop in this class will help them to prepare for success in other classes and for the writing demands of jobs in the real world.
- Have students do introductions and tell about how the class will help them in their lives. [Eg: A remedial math class will help to gain employment.]
- Provide advice in preparing for the future. Competition for jobs is tough, however we can give you guidance.

Promoting Success

- Provide success stories or testimonials from former students. This will provide an incentive for their success.
- Tell them what they'll be able to accomplish by the end of the class to demystify the subject.
- Provide an example of success to show them that they already have some degree of knowledge in the subject. Do an activity in the first class meeting to guide students toward a successful outcome (Eg: analyzing artwork).
- Provide some time at the end of the class for students to begin their homework assignments -- this provides time to work and may lower the drop out rate.
- Get students to respond, and provide positive feedback.

Instructor-Related

- Instructor guarantees: interesting class, gain knowledge, etc.
- The instructor can provide a brief background about their own excitement and interest in the subject of the course to show enthusiasm for the subject.

Ice-breakers to make connections with others

- Do an icebreaker activity. This will develop rapport among class members. An ice-breaker matrix gets students to move around and meet others. They'll practice listening skills and get signatures from others. [Winner gets a prize.]
- Write names on the board, flip chart, or overhead. This will help the class members to learn names of other class members, and will help the instructor to remember names.

TIME MANAGEMENT

Are you Over-committed?

The reason many intelligent, ambitious students do poorly in college-level classes is over-commitment: trying to do too many different things at once.

Take stock of your time.

There are 168 hours in a week. Ideally your time should be divided equally between work, recreation, and sleep. This means: 56 hours work per week
56 hours recreation per week
56 hours sleep per week (8 per night)

What are your commitments?

Some of your commitments may be work/school commitments, others may be recreational. Add up the number of hours per week for which you are committed:

WORK: Part-time job? Full-time job? Number of hours per week:_____

SCHOOL: How many hours are you in class? _____
How many hours spent studying?
(should be 2 hours outside of class for each 1 unit of credit)_____

DRIVING TIME: How much time spent driving to school/work?_____

OTHER ACTIVITIES: Sports teams:_____

Church/other organizations:_____

Family/household obligations_____

Student Government_____

Health Club/Exercising_____

Other activities:_____

TOTAL HOURS OF OBLIGATION PER WEEK: _____

Ideally this should not add up to more than 112 hours (ideally split between things you have to do, and things you want to do, including seeing friends, relaxing, etc.) If your total adds up to more than 112 hours, you are overcommitted.

If you are over-committed:

Eliminate some of your commitments! This may mean taking fewer classes, working fewer hours, or cutting down on other activities. Determine what to eliminate by listing short-term and long-term goals for your life. Eliminate activities which are low in priority.

	MON	TUES	WED	THURS	FRI	SAT	SUN
6 a.m.							
7 a.m.							
8 a.m.							
9 a.m.							
10 a.m							
11 a.m.							
noon							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							
8 p.m.							
9 p.m.							
10 p.m							
11 p.m.							
midnight							
1 a.m.							
2 a.m.							
3 a.m.							
4 a.m.							
5 a.m.							

Fullerton College
Fund for Instructional Improvement Grant Project
Spring, 1992

Student Survey #1

Please answer the following questions as honestly and as completely as possible. The information you provide will be used to gain a better understanding of adults in evening community college classes. Your responses will be anonymous.

Please provide the last four digits of your Social Security Number: — — — —
This number may not be connected in any way to your student ID, and will only be used to track survey responses over this semester.

1. How would you rate your level of interest in the subject of this class? (Circle one)

   Very Interested Mildly Interested Not very interested Not interested at all

   Comments: _____.

2. How do you you plan to use what you learn in this class? (Circle all that apply)

   In current job In future career In everyday life Don't think I will use what I learn

   Other: _____.

3. About how much time do you plan to spend in homework for this class each week?

   _____ Hours per week [includes time spent studying for tests, writing, preparing projects and class assignments, reading text, etc.]

4. When you study, do you prefer to study (circle all that apply)

   alone with others with radio/TV on in quiet Other: _____.

5. What grade will you be working toward in this class? (circle one)

   A B C Comments: _____.

6. How important is this class to you? (circle one)

   Very important Important Not very important Not important at all

   Comments: _____.

Fullerton College
Fund for Instructional Improvement Grant Project
Spring, 1992

Student Survey #2

Please answer the following questions as honestly and as completely as possible. The information you provide will be used to gain a better understanding of adults in evening community college classes. Your responses will be anonymous.

Please provide the last four digits of your Social Security Number: __ __ __ __
This number may not be connected in any way to your student ID, and will only be used to track survey responses over this semester.

1. How would you rate your level of interest in the subject of this class? (Circle one)
   Very Interested Mildly Interested Not very interested Not interested at all
   Comments: _____.

2. How have you been able to apply what you've learned so far in this class? (Circle all that apply)
   In current job In future career In everyday life Don't think I will use what I learn
   Please describe: _____.

3. How much time on average do you spend each week to prepare for this class?
   _____ Hours per week [includes time spent studying for tests, writing, preparing projects and class assignments, reading text, etc.]

4. Do you feel you have learned as much about this subject as you had hoped you would by this time in the semester. [Rate on a scale from 4 (best) to 1 (worst).] (circle one number)
   4 3 2 1
   Comments: _____.

5. How involved do you feel in this class? (please circle one)
   Very involved Somewhat involved Not very involved Not involved at all
   Why? _____.

6. Are there any changes that could be made to the class that would help you to gain a better understanding of this subject?
   _____

7. Is this class meeting the expectations you had at the start of the course? (please circle one)
   More than meeting expectations Meeting expectations Barely meeting Not meeting
   Why? _____.

Fullerton College
Fund for Instructional Improvement Grant Project
Spring, 1992

Student Survey #3

Please answer the following questions as honestly and as completely as possible. The information you provide will be used to gain a better understanding of adults in evening community college classes. Your responses will be anonymous.

Please provide the last four digits of your Social Security Number: __ __ __ __
This number may not be connected in any way to your student ID, and will only be used to track survey responses over this semester.

1. How would you rate your level of interest in the subject of this class? (Circle one)
   Very Interested Mildly Interested Not very interested Not interested at all
   Comments: _____.

2. Do you feel you have learned as much about this subject as you had hoped you would? [Rate on a scale from 4 (best) to 1 (worst).] (circle one number)
   4 3 2 1
   Comments: _____.

3. Do you feel that your individual questions or needs about this class were satisfied? Please list any class activities that helped you to learn.
   _____
   _____
   _____

4. How involved do you feel in this class? (please circle one)
   Very involved Somewhat involved Not very involved Not involved at all
   Why? _____.

5. Are there any changes that could be made to the class that would help you to gain a better understanding of this subject?
   _____

6. How would you change your study habits and class participation to improve your performance in this class?
   _____

7. Has this class met the expectations you had at the start of the course? (please circle one)
   More than met expectations Met expectations Barely met Did Not meet
   Why? _____.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
1000 N. Lemon Street, Fullerton, California 92634 - (714) 871-4030
INTRADISTRICT CORRESPONDENCE

To: [Division Dean]

From: Diana Kelly

Date: April 24, 1992

Subject: Fund for Instructional Improvement Grant Project: Division Presentation

For the 1991/92 year, Fullerton College was awarded a grant from the State Chancellor's Office Fund for Instructional Improvement. The grant project is titled, "Promoting Teaching Excellence for Evening Adult College Students." Only thirteen faculty members were selected from a wide variety of disciplines around the campus to participate in this project. In [your Division], [name of participant] has been an active participant in this grant project group. In [his/her] classes this semester, [he/she] has been using some exciting new teaching techniques which are aimed at increasing student involvement, improving student learning, and promoting student retention.

One of the most important parts of this grant projects is providing the opportunity for the members of this select group of faculty to share what they have learned with their colleagues. By sharing specific teaching techniques that have been effective in specific classes, other faculty who teach classes in the same discipline may learn about some new techniques which may be used in teaching their classes. As a result, many more faculty than just the thirteen group members may benefit from this project.

In order to facilitate this sharing process, [name of participant] will be contacting you soon to set a date and time for a one hour presentation/workshop for [your division] in which [he/she] might share what [he/she] has learned. When [name of participant] and I met, we tentatively decided on [suggested date and time] for this meeting, but [he/she] will contact you to confirm that this will be a convenient time. Because this project has been aimed at adult learners, it would be very beneficial if this meeting could be scheduled at a time when most of your faculty who teach evening classes would be available to attend. However, all faculty who teach full-time or part-time, day or evening classes, would certainly enjoy learning about some new teaching strategies that are effective in promoting student involvement and student retention.

Please feel free to contact me (x7278) if you have any questions about this presentation or about the grant project. I have attached a brief summary of the grant project, and a "Classroom Research Summary" for your information.

P.S. I have also attached a draft copy of a memo which may be sent to your full-time and part-time faculty which may be revised as needed. Because of the short timeline to notify all faculty in time for this presentation, we thought it might be helpful to provide something that may help to get the word out quickly. In my own division I sent the memos directly to the homes of our part-time faculty in order to ensure that they were notified as quickly as possible. Please let me know if I can be of any assistance to your division in doing the same!

Attachment P

KEEP THIS MEMO!!

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
1000 N. Lemon Street, Fullerton, California 92634 - (714) 871-4030
INTRADISTRICT CORRESPONDENCE

To: All full-time and part-time Communications Division faculty

From: Paul Kelly

Date: April 23, 1992

Subject: Division Workshop: How Can We Improve Learning in Communications Programs?

For the 1991/92 year, Fullerton College was awarded a grant from the State Chancellor's Office Fund for Instructional Improvement, "Promoting Teaching Excellence for Evening Adult College Students." Diana Kelly is the director of this project, which has involved thirteen faculty members from different disciplines using new teaching techniques which promote greater involvement in learning among adult learners in evening classes.

One of the most important parts of this grant project is to provide the opportunity for faculty in this project to share what they have learned with colleagues in their own divisions. This sharing is intended to start a good discussion of teaching and learning in each of the campus divisions which, hopefully, will continue in future semesters.

An interactive workshop, "How Can we Improve Learning in Communications Programs?" will be held on Wednesday, May 6 from 4-5 p.m. in Room 518. You'll hear from Diana about some of the successful teaching strategies that have been used this semester as a part of the grant project, and you'll have a chance to learn about additional good teaching ideas from other faculty in the Communications Division.

In this workshop, you will learn how to improve student learning by

- finding out if students are actually learning what you are teaching.
- finding out what students don't understand before the assignment is due!
- getting students to think about how to apply what they are learning.
- finding ways to use these new teaching strategies in your classes!

This meeting is an important step in starting an on-going discussion of good teaching in Communications programs. Please plan to attend this Division-wide meeting on Wednesday, May 6 from 4-5 p.m. in Room 518.

Call Jan (992-7161) to confirm that you will attend this important Communications Division workshop!

MARK YOUR CALENDER NOW:
Wed. May 6, 4-5 p.m., Room 518

ERIC Clearinghouse for
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SEP 04 1992